Level P for Pre & Early Kindergarten

- **Orally & visually presented items**
- **No print recognition required**

Level P

Subtests:

- **Phonological Awareness**
  - **Sound Matching**
  - **Rhyming**
- **Visual Skills**
  - **Picture Matching**
  - **Picture Differences**
- **Concepts**
  - **Verbal Concepts**
  - **Picture Categories**
- **Listening Comprehension**

Level K

for Kindergarten, Early & Transitional First Grade

- **Measures early reading skills, such as knowledge of letters & words**

Level K

Subtests:

- **Phonological Awareness**
  - **Sound Matching**
  - **Rhyming**
- **Early Literacy Skills**
  - **Print Awareness**
  - **Letter Recognition**
  - **Same & Different Words**
- **Phoneme-Grapheme Correspondence**
- **Word Reading**
- **Listening Comprehension**

Level 1 for First Grade

Subtests:

- **Word Reading**
- **Word Meaning**
- **Sentence Comprehension**
- **Passage Comprehension**
- **Listening Comprehension**

Level 2 for Second Grade

Subtests:

- **Word Reading**
- **Word Meaning**
- **Sentence Comprehension**
- **Passage Comprehension**
- **Listening Comprehension**

Level 3 for Third Grade

Subtests:

- **Word Reading**
- **Vocabulary**
- **Sentence Comprehension**
- **Passage Comprehension**
- **Listening Comprehension**

Levels 4 through A

Subtests:

- **Vocabulary**
- **Sentence Comprehension**
- **Passage Comprehension**
- **Listening Comprehension**

Some Statistics About Reading

- 10+ million children in the US are considered poor readers
- 80% of students with Learning Disabilities are impaired in reading
- 90% of these children have problems with decoding skills
- 70% of poor readers in the 3rd grade remain poor readers in the 9th grade
- 83% of reading delayed students showed signs of language difficulties at ages 3 -4
- Reading problems occur with equal frequency in boys and girls
- Schools identify 4 times more boys than girls

A QUICK STATISTICS LESSON

Some Statistics you will see in the reports and how to use them.

Use the Normal Curve in your handouts to follow along.

- **Raw Score = number correct NP = Number Possible 'p' value = simply the percent correct**
- **Percentile: NOT an equal interval score - cannot be compared from test to test or year to year or child to child - simply shows what percent of the norm group scored at or below this child's score. 50 %tile is the mean.**
- **NCE: Normal Curve Equivalent - an equal interval metric that divides the normal curve into 99 equal portions - can compare test to test, year to year, child to child, can be arithmatically manipulated. 50 NCE is the mean**
- **Stanines: an equal interval score, larger divisions than NCE, not as discrete a metric, much growth can take place and stanine might not change.**

  1-3=below average, 4-6=average, 5 is the mean, 7-9=above average
- **Standard Scores - have a mean of 100 and match the metrics used on most cognitive and language tests used in Special Education testing.**
- **Grade Equivalent: Don't use!! Example: If a 3rd grade child has a 12.3 GE, it simply means if a 12th grade student took that 3rd grade test with the extra years of education but still testing 3rd grade skills, it is the score the 12th grader would get.**
- **GSV - Growth Scale Value - a vertical score from Grade 1 - adult that shows student growth overtime.**

GRADE

Group Score Summary - 1st Grade/3rd

Group Reading Assessment and Diagnostic Evaluation | **On-Level** | **Fall Norms** | **Level 1, Form A**

Test Date: 10/16/01
Teacher / Examiner: Paticia Brown
Grade: 1
School: Rice Creek

Student's Name	Grade	Word Reading		Word Meaning		Vocabulary Composite						Sentence Comprehension		Passage Comprehension		Comprehension Composite						Total Test							Listening Comprehension	
		RS	Stanine	RS	Stanine	RS	Stanine	%ile	GE	SS	NCE	RS	Stanine	RS	Stanine	RS	Stanine	%ile	GE	SS	NCE	RS	Stanine	%ile	GE	SS	NCE	GSV	RS	Stanine
Bemis, Betty	1	15	6	20	5	35	5	53	1.2	102	53	12	6	6	4	18	5	54	1.2	102	53	53	**6**	59	1.3	104	56	**348**	16	6
Dover, Daniele	1	17	7	7	1	24	3	21	K.8	88	33	9	5	13	6	22	6	68	1.5	108	61	46	**5**	45	1.1	99	49	**336**	12	3
Epstein, Elliot	1	5	2	6	1	11	1	<1	<K.8	57	1	3	3	4	3	7	2	7	<K.8	79	21	18	**1**	<1	<K.8	57	1	**284**	6	1
Ho, Chung	1	14	5	17	4	31	5	41	1.1	97	46	15	7	15	7	30	7	87	2.0	117	74	61	**6**	72	1.6	109	63	**361**	4	1
Jamar, Andrew	1	18	7	8	2	26	4	26	K.9	91	37	10	6	6	4	16	5	46	1.1	99	49	42	**4**	36	1.0	95	43	**330**	11	2

Average GSV: **332**

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GRADE

Individual Score Summary - Jin Jin Zhu

Group Reading Assessment and Diagnostic Evaluation — On-Level — Fall Norms — Level 5, Form A

Subtest	Raw Score	Sum	Stanine	%ile	GE	SS	NCE	Descriptor	GSV
Sentence Comprehension	10		4					Average	
Passage Comprehension	10		3					Weakness	
Comprehension Composite		20	3	18	3.1	87	32	Weakness	
Vocabulary		7	2	8	3.0	79	21	Weakness	
TOTAL TEST		27	3	14	3.0	84	28	Weakness	422
Listening Comprehension	14		4					Average	

Birth Date:
Test Date: 10/16/01
Grade: 5
Teacher/Examiner: Jeff Zigelemeier
Class/Group: 5th Grade
School: Rice Creek

Diagnostic Analysis Summary

Sentence Comprehension	NC	NP	%
Verbs	5	9	56%
Nouns	2	4	50%
Conjunctions	0	1	0%
Adverbs	1	1	100%
Adjectives	2	4	50%
Simple	2	3	67%
Complex	6	14	43%
Compound	1	1	100%
Complicated	1	1	100%

Passage Comprehension	NC	NP	%
Questioning	2	6	33%
Clarifying	3	10	30%
Summarizing	4	10	40%
Predicting	1	4	25%
Fiction	0	5	0%
Science	5	5	100%
History	0	10	0%
Practical	5	10	50%
Short	0	15	0%
Medium	10	10	100%
Long	0	5	0%
Synthetic	10	25	40%
Authentic	0	5	0%

Vocabulary	NC	NP	%
Nouns	2	10	20%
Verbs	3	13	23%
Adjectives	2	10	20%
Adverbs	0	2	0%

Listening Comprehension	NC	NP	%
Vocabulary	1	3	33%
Nonliteral	1	1	100%
Inference	3	3	100%
Idiom	2	2	100%
Grammar	7	8	88%

NC = Number Correct NP = Number Possible

Description of Results

A stanine score converts a raw score (total number correct) to a single-digit number between 1 and 9, which makes test performance easier to understand. If the stanine score is 1, 2, or 3, the test performance is considered below average or reflects a weak performance on the specific set of tasks or subtests. If the stanine score is 4, 5, or 6, the test performance is considered average. If the stanine score is 7, 8, or 9, the test performance is considered above average and reflects strong performance. Looking at stanine scores helps readily identify reading strengths and/or needs.

The **Comprehension Composite** measures the ability to comprehend a sentence as a whole unit as well as multiple sentences in an extended reading passage. Jin Jin's weak performance indicates a possible lack of word reading and vocabulary skills, a fluency problem, some problem with the specific material, or an inability to use comprehension strategies.

Vocabulary measures the ability to decode phonetically regular words, to recognize common sight words, and to understand word meaning without the benefit of contextual clues. Jin Jin's weak performance on the Vocabulary subtest indicates a possible lack of opportunity to learn word meanings.

The **Total Test** raw score can be converted to multiple normative or derived scores for overall reading skill assessment. Jin Jin's weak Total Test performance suggests that assistance is needed to improve reading skills.

Listening Comprehension measures linguistic understanding without printed cues. Jin Jin's average performance indicates oral language skills commensurate with the development level represented for Level 5.

Stanine Chart

Stanine	1	2	3	4	5	6	7	8	9
	(4%)	(7%)	(12%)	(17%)	(20%)	(17%)	(12%)	(7%)	(4%)
Sentence Comprehension				4					
Passage Comprehension			3						
Comprehension Composite			3						
Vocabulary		2							
TOTAL TEST			3						
Listening Comprehension				4					

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GRADE

Parent Report - Betty Bemis

Group Reading Assessment and Diagnostic Evaluation — On-Level — Fall Norms — Level 1, Form A

Betty recently took the Group Reading Assessment and Diagnostic Evaluation (GRADE). The GRADE is a diagnostic tool designed to see what pre-reading or reading skills have been learned and what skills need to be taught. The information in the boxes below shows Betty's test results. The Stanine chart reflects Betty's most recent test administration and shows his performance on specific GRADE subtests or tasks. The Growth Scale Value (GSV) graph demonstrates Betty's reading progress over time. The data point or mark on this graph represents Betty's current reading performance. Please feel free to ask any questions about this report. You are an important part of Betty's reading success.

Birth Date:	
Test Date:	10/16/01
Grade:	1
Teacher/Examiner:	Paticia Brown
Class/Group:	1st Grade
School:	Rice Creek

Stanine Profile

Stanine	1 (4%)	2 (7%)	3 (12%)	4 (17%)	5 (20%)	6 (17%)	7 (12%)	8 (7%)	9 (4%)
Word Reading						6			
Word Meaning					5				
Vocabulary Composite					5				
Sentence Comprehension						6			
Passage Comprehension				4					
Comprehension Composite					5				
TOTAL TEST						6			
Listening Comprehension						6			

Stanine Description

A stanine score converts a raw score (total number correct) to a single-digit number between 1 and 9, which makes test performance easier to understand. If the stanine score is 1, 2, or 3, the test performance is considered below average or reflects a weak performance on the specific set of tasks or subtests. If the stanine score is 4, 5, or 6, the test performance is considered average. If the stanine score is 7, 8, or 9, the test performance is considered above average and reflects strong performance. Looking at stanine scores helps readily identify reading strengths and/or needs.

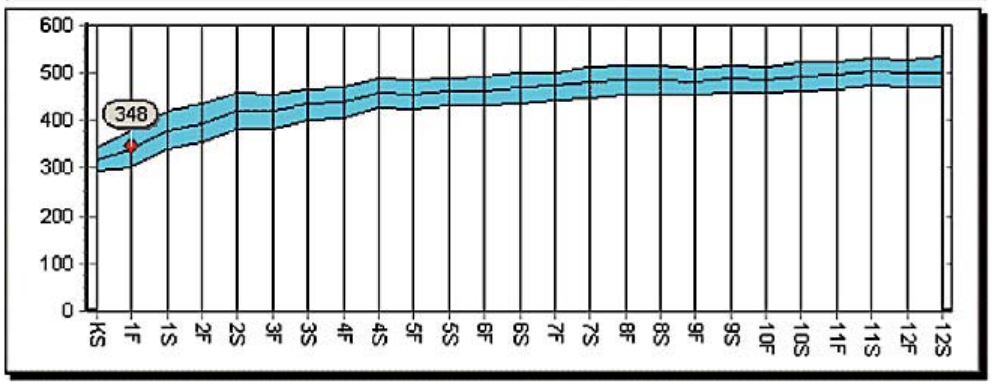
The Vocabulary Composite measures the ability to decode phonetically regular words, to recognize common sight words, and to understand word meaning without the benefit of contextual clues. Betty's average performance on the Vocabulary Composite indicates a knowledge of phonics, the exceptions to letter-sound correspondence rules, and the ability both to read words and know their meanings.

The Comprehension Composite measures the ability to comprehend a sentence as a whole unit as well as multiple sentences in an extended reading passage. Betty's average performance indicates an ability to read and comprehend a sentence as a whole thought, regardless of the part of speech of the missing word or the complexity of the sentence structure, as well as an ability to comprehend a variety of material and successfully apply strategies to the comprehension of written material.

The Total Test raw score can be converted to multiple normative or derived scores for overall reading skill assessment. Betty's average Total Test performance suggests appropriate progress in reading.

Listening Comprehension measures linguistic understanding without printed cues. Betty's average performance indicates oral language skills commensurate with the development level represented for Level 1.

Growth Scale Value (GSV)



GSV Description

The **Growth Scale Value (GSV)** is a score that tracks reading progress over time. Much like "inches" are an equal-interval scale of length, the GSV is an equal-interval scale of reading ability. Therefore, the GSV can be used as a "yardstick" by which reading progress can be measured throughout the school years. It can also be used to compare a student's reading ability to a reference group of all the students in a particular grade. For example, a GSV score of 340 is average for first-grade students in the fall; a GSV of less than 303 would reflect a lower reading performance and a GSV greater than 377 would reflect a higher reading performance for first-grade students in the fall. **On this administration of the GRADE Betty obtained a GSV of 348.**

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Betty recently took the Group Reading Assessment and Diagnostic Evaluation (GRADE). The GRADE is a diagnostic tool designed to see what pre-reading or reading skills have been learned and what skills need to be taught. The information in the boxes below shows Betty's test results. The Stanine chart reflects Betty's most recent test administration and shows his performance on specific GRADE subtests or tasks. The Growth Scale Value (GSV) graph demonstrates Betty's reading progress over time. The data point or mark on this graph represents Betty's current reading performance. Please feel free to ask any questions about this report. You are an important part of Betty's reading success.

Birth Date:	
Test Date:	10/16/01
Grade:	1
Teacher/Examiner:	Paticia Brown
Class/Group:	1st Grade
School:	Rice Creek

Stanine Profile

Stanine Description

score (total number correct) to a single-digit
performance easier to understand. If the
is considered below average or reflects a
subtests. If the stanine score is 4, 5, or 6,
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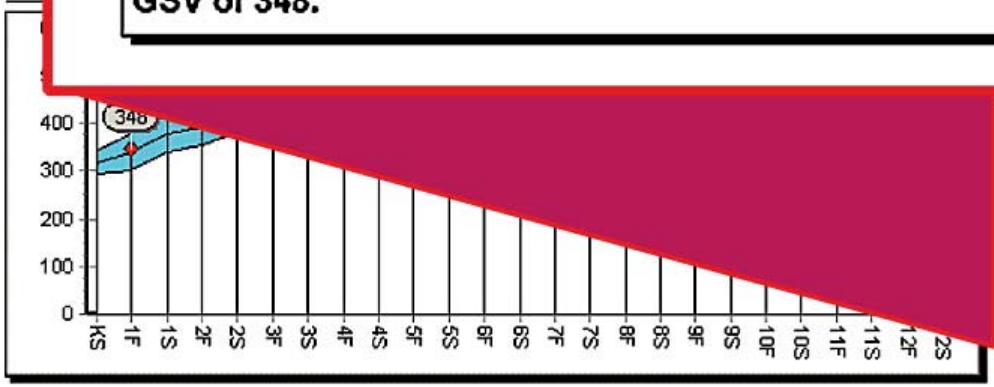

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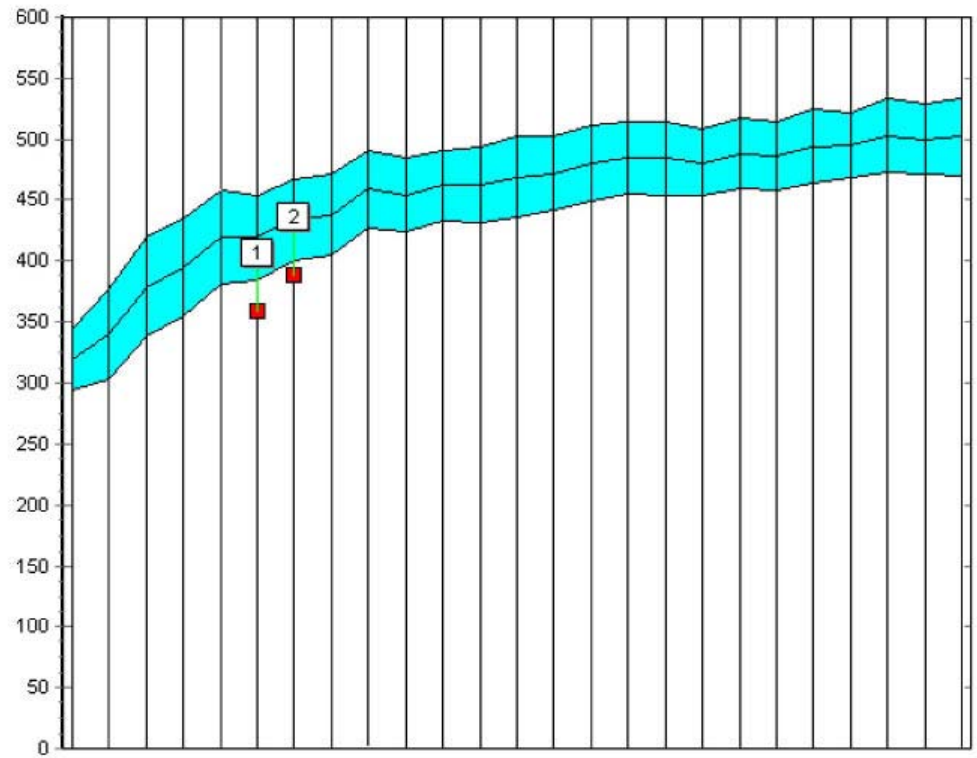
What is the Growth Scale Value (GSV)?

The **Growth Scale Value (GSV)** is a score that tracks reading progress over time. Much like "inches" are an equal-interval scale of length, the GSV is an equal-interval scale of reading ability. Therefore, the GSV can be used as a "yardstick" by which reading progress can be measured throughout the school years. It can also be used to compare a student's reading ability to a reference group of all the students in a particular grade. For example, a GSV score of 455 is average for fifth-grade students in the fall; a GSV of less than 455 would reflect a lower reading performance and a GSV greater than 455 would reflect a higher reading performance for beginning fifth-graders.

Student GSV(s) and the Normal Growth Curve



* Gray band represents +/- 1 Standard Deviation of the standardization sample.

Administrations of the GRADE

Seq.	Date	Grade	Level	GSV	National Mean	Range
1	10/16/2001	3	3(A)	359	419	384-454
2	04/10/2002	3	3(B)	389	434	401-467

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What is the Growth Scale Value (GSV)?

The **Growth Scale Value (GSV)** is a score that tracks reading progres
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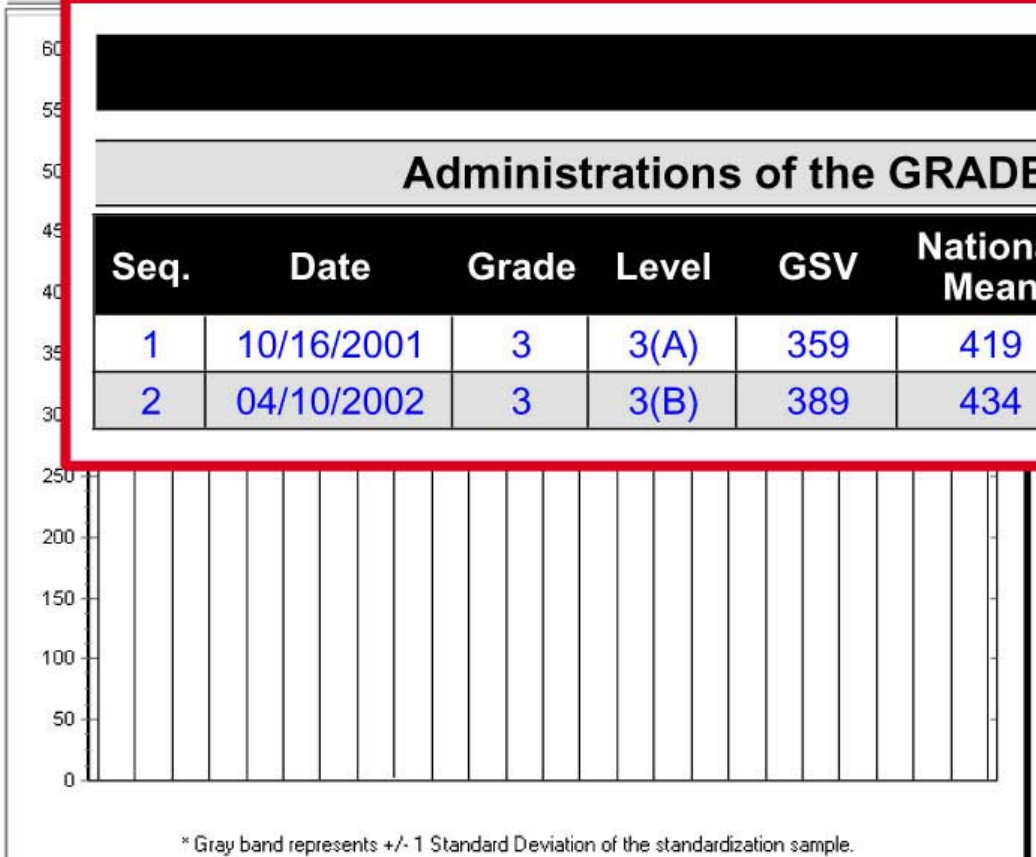
the fall; a GSV of less than 455 would
would reflect a higher reading pe

Administrations of the GRADE

Seq.	Date	Grade	Level	GSV	National Mean
1	10/16/2001	3	3(A)	359	419
2	04/10/2002	3	3(B)	389	43



* Gray band represents +/- 1 Standard Deviation of the standardization sample.

Rice Creek

Administrations of the GRADE

Seq.	Date	Grade	Level	GSV	National Mean	Range
1	10/16/2001	3	3(A)	359	419	384-454
2	04/10/2002	3	3(B)	389	434	401-467

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GRADE

Reading Progress Report - Javier Trujillo

Group Reading Assessment and Diagnostic Evaluation — **Rice Creek**

What is the Growth Scale Value (GSV)?

The **Growth Scale Value (GSV)** is a score that tracks reading progress over time. Much like "inches" are an equal-interval scale of length, the GSV is an equal-interval scale of reading ability. Therefore, the GSV can be used as a "yardstick" by which reading progress can be measured throughout the school years. It can also be used to compare a student's reading ability to a reference group of all the students in a particular grade. For example, a GSV score of 455 is average for fifth-grade students in the fall; a GSV of less than 455 would reflect a lower reading performance and a GSV greater than 455 would reflect a higher reading performance for beginning fifth-graders.

Administrations of the GRADE

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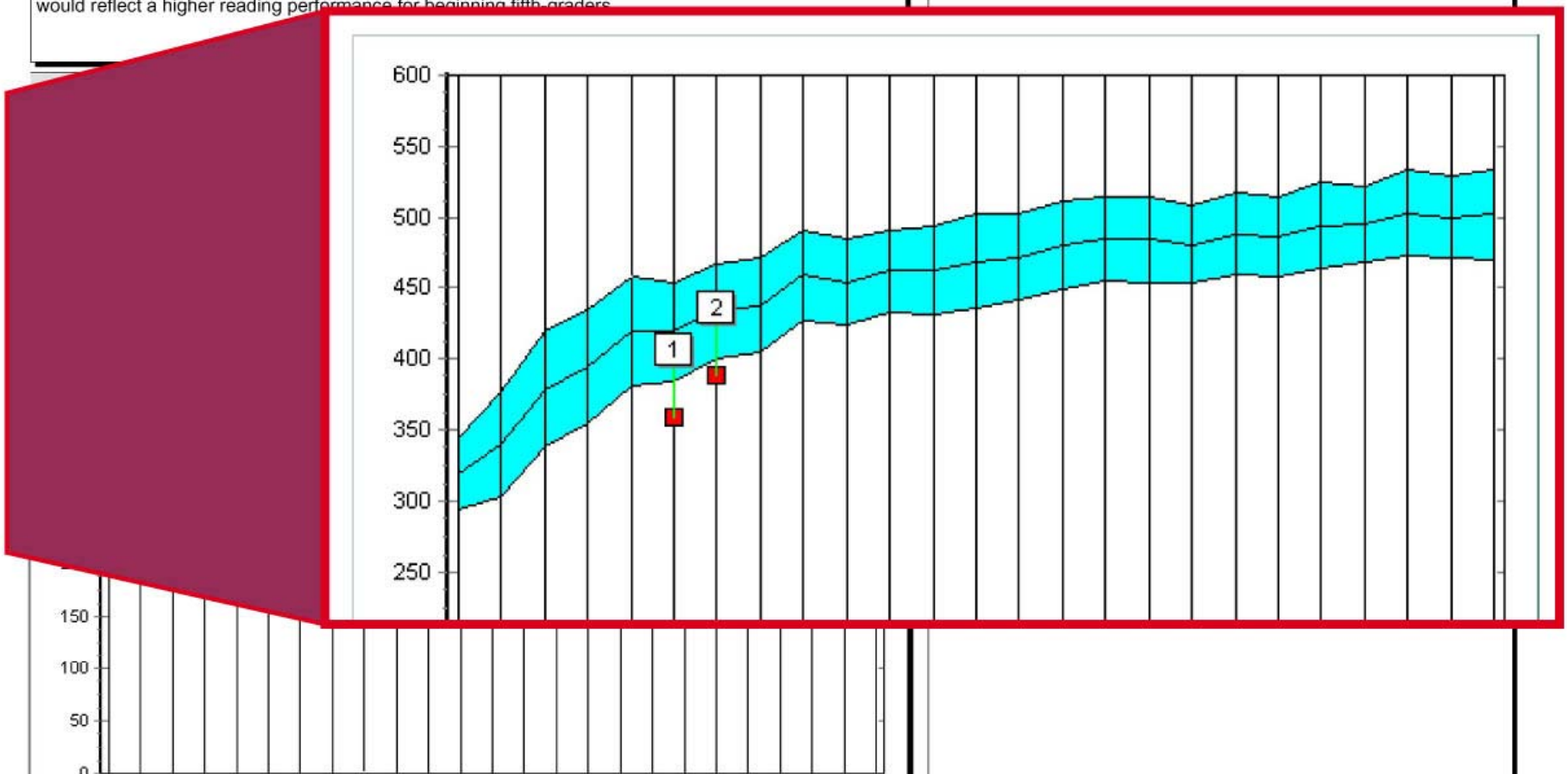

* Gray band represents +/- 1 Standard Deviation of the standardization sample.

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GRADE

Group Diagnostic Analysis by Type - Seventh Grade

Passage Comprehension | **On-Level** | **Fall Norms** | **Level M, Form A**

Teacher/Examiner: Barbara Duncanson Test Date: 12/19/03 Grade: 7 School: Rice Creek Shoreview

Student	RS	NP	%	Question Type				Passage Origin		Passage Length			Passage Type							Stanine
				Q	C	P	S	A	S	S	M	L	Fc	Sc	H	Pr	Pm	Fb	B	
Bettino, Christina	12	30	40%	(3/9) 33%	(6/11) 55%	(1/3) 33%	(2/7) 29%	(4/5) 80%	(8/25) 32%	(4/10) 40%	(3/10) 30%	(5/10) 50%	N/A	(8/15) 53%	(0/10) 0%	N/A	(4/5) 80%	N/A	N/A	3
Bihloe, Carol	17	30	57%	(5/9) 56%	(6/11) 55%	(3/3) 100%	(3/7) 43%	(4/5) 80%	(13/25) 52%	(7/10) 70%	(3/10) 30%	(7/10) 70%	N/A	(8/15) 53%	(5/10) 50%	N/A	(4/5) 80%	N/A	N/A	5
Brown, Nancy	9	30	30%	(4/9) 44%	(3/11) 27%	(0/3) 0%	(2/7) 29%	(2/5) 40%	(7/25) 28%	(2/10) 20%	(7/10) 70%	(0/10) 0%	N/A	(3/15) 20%	(4/10) 40%	N/A	(2/5) 40%	N/A	N/A	3
Buzzard, Tasha	11	30	37%	(2/9) 22%	(5/11) 45%	(1/3) 33%	(3/7) 43%	(5/5) 100%	(6/25) 24%	(5/10) 50%	(1/10) 10%	(5/10) 50%	N/A	(5/15) 33%	(1/10) 10%	N/A	(5/5) 100%	N/A	N/A	3
Chow, Si	21	30	70%	(5/9) 56%	(8/11) 73%	(2/3) 67%	(6/7) 86%	(2/5) 40%	(19/25) 76%	(5/10) 50%	(8/10) 80%	(8/10) 80%	N/A	(12/15) 80%	(7/10) 70%	N/A	(2/5) 40%	N/A	N/A	6
Crowalker, Rose	16	30	53%	(3/9) 33%	(6/11) 55%	(2/3) 67%	(5/7) 71%	(5/5) 100%	(11/25) 44%	(8/10) 80%	(5/10) 50%	(3/10) 30%	N/A	(4/15) 27%	(7/10) 70%	N/A	(5/5) 100%	N/A	N/A	4
Dietz, Dennis	7	30	23%	(1/9) 11%	(3/11) 27%	(1/3) 33%	(2/7) 29%	(1/5) 20%	(6/25) 24%	(3/10) 30%	(2/10) 20%	(2/10) 20%	N/A	(3/15) 20%	(3/10) 30%	N/A	(1/5) 20%	N/A	N/A	2
Evans, Tim	13	30	43%	(3/9) 33%	(7/11) 64%	(2/3) 67%	(1/7) 14%	(3/5) 60%	(10/25) 40%	(4/10) 40%	(2/10) 20%	(7/10) 70%	N/A	(9/15) 60%	(1/10) 10%	N/A	(3/5) 60%	N/A	N/A	4
Faust, Matthew	30	30	100%	(9/9) 100%	(11/11) 100%	(3/3) 100%	(7/7) 100%	(5/5) 100%	(25/25) 100%	(10/10) 100%	(10/10) 100%	(10/10) 100%	N/A	(15/15) 100%	(10/10) 100%	N/A	(5/5) 100%	N/A	N/A	9
Flores, Tiffnay	24	30	80%	(4/9) 44%	(10/11) 91%	(3/3) 100%	(7/7) 100%	(5/5) 100%	(19/25) 76%	(8/10) 80%	(8/10) 80%	(8/10) 80%	N/A	(11/15) 73%	(8/10) 80%	N/A	(5/5) 100%	N/A	N/A	7
Fraulo, Jeff	18	30	60%	(3/9) 33%	(9/11) 82%	(2/3) 67%	(4/7) 57%	(3/5) 60%	(15/25) 60%	(5/10) 50%	(5/10) 50%	(8/10) 80%	N/A	(11/15) 73%	(4/10) 40%	N/A	(3/5) 60%	N/A	N/A	5
Gomez, JR	17	30	57%	(3/9) 33%	(9/11) 82%	(2/3) 67%	(3/7) 43%	(3/5) 60%	(14/25) 56%	(6/10) 60%	(5/10) 50%	(6/10) 60%	N/A	(9/15) 60%	(5/10) 50%	N/A	(3/5) 60%	N/A	N/A	5
Hanken, Luke	28	30	93%	(7/9) 78%	(11/11) 100%	(3/3) 100%	(7/7) 100%	(5/5) 100%	(23/25) 92%	(10/10) 100%	(9/10) 90%	(9/10) 90%	N/A	(13/15) 87%	(10/10) 100%	N/A	(5/5) 100%	N/A	N/A	8
Haynes, Nicole	25	30	83%	(7/9) 78%	(9/11) 82%	(3/3) 100%	(6/7) 86%	(5/5) 100%	(20/25) 80%	(9/10) 90%	(9/10) 90%	(7/10) 70%	N/A	(11/15) 73%	(9/10) 90%	N/A	(5/5) 100%	N/A	N/A	7
Ho, Tia	10	30	33%	(3/9) 33%	(3/11) 27%	(0/3) 0%	(4/7) 57%	(2/5) 40%	(8/25) 32%	(3/10) 30%	(2/10) 20%	(5/10) 50%	N/A	(6/15) 40%	(2/10) 20%	N/A	(2/5) 40%	N/A	N/A	3
Kite, Nathan	22	30	73%	(5/9) 56%	(9/11) 82%	(3/3) 100%	(5/7) 71%	(3/5) 60%	(19/25) 76%	(8/10) 80%	(7/10) 70%	(7/10) 70%	N/A	(9/15) 60%	(10/10) 100%	N/A	(3/5) 60%	N/A	N/A	6
Melton, Richard	7	30	23%	(1/9) 11%	(3/11) 27%	(1/3) 33%	(2/7) 29%	(1/5) 20%	(6/25) 24%	(3/10) 30%	(2/10) 20%	(2/10) 20%	N/A	(3/15) 20%	(3/10) 30%	N/A	(1/5) 20%	N/A	N/A	2
Rana, Rena	14	30	47%	(4/9) 44%	(5/11) 45%	(2/3) 67%	(3/7) 43%	(5/5) 100%	(9/25) 36%	(7/10) 70%	(3/10) 30%	(4/10) 40%	N/A	(6/15) 40%	(3/10) 30%	N/A	(5/5) 100%	N/A	N/A	4
Russo, Roy	19	30	63%	(6/9) 67%	(8/11) 73%	(3/3) 100%	(2/7) 29%	(3/5) 60%	(16/25) 64%	(6/10) 60%	(7/10) 70%	(6/10) 60%	N/A	(9/15) 60%	(7/10) 70%	N/A	(3/5) 60%	N/A	N/A	5
Sin, Mi	18	30	60%	(4/9) 44%	(7/11) 64%	(1/3) 33%	(6/7) 86%	(4/5) 80%	(14/25) 56%	(8/10) 80%	(8/10) 80%	(2/10) 20%	N/A	(6/15) 40%	(8/10) 80%	N/A	(4/5) 80%	N/A	N/A	5
Tursi, Lincoln	16	30	53%	(5/9) 56%	(7/11) 64%	(1/3) 33%	(3/7) 43%	(4/5) 80%	(12/25) 48%	(7/10) 70%	(4/10) 40%	(5/10) 50%	N/A	(9/15) 60%	(3/10) 30%	N/A	(4/5) 80%	N/A	N/A	4
Valenzuela, Lindsey	9	30	30%	(5/9) 56%	(3/11) 27%	(1/3) 33%	(0/7) 0%	(1/5) 20%	(8/25) 32%	(2/10) 20%	(2/10) 20%	(5/10) 50%	N/A	(6/15) 40%	(2/10) 20%	N/A	(1/5) 20%	N/A	N/A	3
Valles, Patrick	30	30	100%	(9/9) 100%	(11/11) 100%	(3/3) 100%	(7/7) 100%	(5/5) 100%	(25/25) 100%	(10/10) 100%	(10/10) 100%	(10/10) 100%	N/A	(15/15) 100%	(10/10) 100%	N/A	(5/5) 100%	N/A	N/A	9
Zui, Hyiu	21	30	70%	(4/9) 44%	(10/11) 91%	(2/3) 67%	(5/7) 71%	(5/5) 100%	(16/25) 64%	(9/10) 90%	(8/10) 80%	(4/10) 40%	N/A	(8/15) 53%	(8/10) 80%	N/A	(5/5) 100%	N/A	N/A	6
Class Average % Correct			**58%**	**49%**	**64%**	**63%**	**57%**	**71%**	**55%**	**62%**	**54%**	**56%**	**N/A**	**55%**	**54%**	**N/A**	**71%**	**N/A**	**N/A**	

A separate report for each subtest

GRADE

Group Diagnostic Analysis by Type - Seventh Grade

Passage Comprehension | On-Level | Fall Norms | Level M, Form A

Teacher/Examiner: Barbara Duncanson | Test Date: 12/19/03 | Grade: 7 | School: Rice Creek Shoreview

Student	RS	NP	%	Question Type				Passage Origin	Passage Length			Passage Type							Stanine
				Q	C	P	S	S	S	M	L	Fc	Sc	H	Pr	Pm	Fb	B	
ttino, Christina	12	30	40%	(3/9) 33%	(6/11) 55%	(1/3) 33%	(2/7) 29%	2%	(4/10) 40%	(3/10) 30%	(5/10) 50%	N/A	(8/15) 53%	(0/10) 0%	N/A	(4/5) 80%	N/A	N/A	3
be, Carol	17	30	57%	(5/9) 56%	(6/11) 55%	(3/3) 100%	(3/7) 43%		(7/10) 70%	(3/10) 30%	(7/10) 70%	N/A	(8/15) 53%	(5/10) 50%	N/A	(4/5) 80%	N/A	N/A	5
n, Nancy	9	30	30%	(4/9) 44%	(3/11) 27%	(0/3) 0%	(2/7) 29%		20%	(7/10) 70%	(0/10) 0%	N/A	(3/15) 20%	(4/10) 40%	N/A	(2/5) 40%	N/A	N/A	3
rd, Tasha	11	30	37%	(2/9) 22%	(5/11) 45%	(1/3) 33%	(3/7) 43%		%	(1/10) 10%	(5/10) 50%	N/A	(5/15) 33%	(1/10) 10%	N/A	(5/5) 100%	N/A	N/A	3
i	21	30	70%	(5/9) 56%	(8/11) 73%	(2/3) 67%	(6/7) 86%			10) 80%	(8/10) 80%	N/A	(12/15) 80%	(7/10) 70%	N/A	(2/5) 40%	N/A	N/A	6
r, Rose	16	30	53%	(3/9) 33%	(6/11) 55%	(2/3) 67%	(5/7) 71%			50%	(3/10) 30%	N/A	(4/15) 27%	(7/10) 70%	N/A	(5/5) 100%	N/A	N/A	4
nis	7	30	23%	(1/9) 11%	(3/11) 27%	(1/3) 33%	(2/7) 29%				(2/10) 20%	N/A	(3/15) 20%	(3/10) 30%	N/A	(1/5) 20%	N/A	N/A	2
	13	30	43%	(3/9) 33%	(7/11) 64%	(2/3) 67%	(1/7) 14%				70%	N/A	(9/15) 60%	(1/10) 10%	N/A	(3/5) 60%	N/A	N/A	4
ew	30	30	100%	(9/9) 100%	(11/11) 100%	(3/3) 100%	(7/7) 100%				0%	N/A	(15/15) 100%	(10/10) 100%	N/A	(5/5) 100%	N/A	N/A	9
	24	30	80%	(4/9) 44%	(10/11) 91%	(3/3) 100%	(7/7) 100%					N/A	(11/15) 73%	(8/10) 80%	N/A	(5/5) 100%	N/A	N/A	7
	18	30	60%	(3/9) 33%	(9/11) 82%	(2/3) 67%	(4/7) 57%					N/A	(11/15) 73%	(4/10) 40%	N/A	(3/5) 60%	N/A	N/A	5
													(9/15) 60%	(5/10) 50%	N/A	(3/5) 60%	N/A	N/A	5
													(13/15) 87%	(10/10) 100%	N/A	(5/5) 100%	N/A	N/A	8
													(11/15) 73%	(9/10) 90%	N/A	(5/5) 100%	N/A	N/A	7
													(6/15) 40%	(2/10) 20%	N/A	(2/5) 40%	N/A	N/A	3
													(9/15) 60%	(10/10) 100%	N/A	(3/5) 60%	N/A	N/A	6
													(3/15) 20%	(3/10) 30%	N/A	(1/5) 20%	N/A	N/A	2
													(6/15) 40%	(3/10) 30%	N/A	(5/5) 100%	N/A	N/A	4
													(9/15) 60%	(7/10) 70%	N/A	(3/5) 60%	N/A	N/A	5
													(6/15) 40%	(8/10) 80%	N/A	(4/5) 80%	N/A	N/A	5
													(9/15) 60%	(3/10) 30%	N/A	(4/5) 80%	N/A	N/A	4
													(6/15) 40%	(2/10) 20%	N/A	(1/5) 20%	N/A	N/A	3
													15/15) 100%	(10/10) 100%	N/A	(5/5) 100%	N/A	N/A	9
													(8/15) 53%	(8/10) 80%	N/A	(5/5) 100%	N/A	N/A	6
Class													55%	54%	N/A	71%	N/A	N/A	
Loc													.55	.54	.00	.71	.00	.00	
Nationa													.67	.44		.56			
													(.12)	.10		.15			

Student	RS	NP	%	Question Type			
				Q	C	P	S
Bettino, Christina	12	30	40%	(3/9) 33%	(6/11) 55%	(1/3) 33%	(2/7) 29%
Bihloe, Carol	17	30	57%	(5/9) 56%	(6/11) 55%	(3/3) 100%	(3/7) 43%
Brown, Nancy	9	30	30%	(4/9) 44%	(3/11) 27%	(0/3) 0%	(2/7) 29%
Buzzard, Tasha	11	30	37%	(2/9) 22%	(5/11) 45%	(1/3) 33%	(3/7) 43%
Chow, Si	21	30	70%	(5/9) 56%	(8/11) 73%	(2/3) 67%	(6/7) 86%
Crowalker, Rose	16	30	53%	(3/9) 33%	(6/11) 55%	(2/3) 67%	(5/7) 71%
Dietz, Dennis	7	30	23%	(1/9) 11%	(3/11) 27%	(1/3) 33%	(2/7) 29%
Evans, Tim	13	30	43%	(3/9) 33%	(7/11) 64%	(2/3) 67%	(1/7) 14%
Faust, Matthew	30	30	100%	(9/9) 100%	(11/11) 100%	(3/3) 100%	(7/7) 100%
Flores, Tiffnay	24	30	80%	(4/9) 44%	(10/11) 91%	(3/3) 100%	(7/7) 100%
Fraulo, Jeff	18	30	60%	(3/9) 33%	(9/11) 82%	(2/3) 67%	(4/7) 57%
Gomez, JR	17	30	57%	(3/9) 33%	(9/11) 82%	(2/3) 67%	(3/7) 43%
Hanken, Luke	28	30	93%	(7/9) 78%	(11/11) 100%	(3/3) 100%	(7/7) 100%

KEY

Q=Ques

Passage Type

story Pr=Practical Sc=Science Pm=Poem Fb=Fable B=Biography

12/29/2003 - 11:47 AM

GRADE

Group Diagnostic Analysis by Item - Seventh Grade

Passage Comprehension | **On-Level** | **Fall Norms** | **Level M, Form A**

Teacher/Examiner: Barbara Duncanson | Test Date: 12/19/03 | Grade: 7 | School: Rice Creek Shoreview

Passage Number		1					2					3					4					5					6				
Passage Origin		Synthetic					Authentic					Synthetic					Synthetic					Synthetic					Synthetic				
Passage Type		Science					Poem					Science					Science					History					History				
Passage Length		Long					Short					Long					Medium					Short					Medium				
Item Number		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Question Type		C	C	Q	C	P	S	Q	C	C	C	S	Q	Q	P	S	C	C	Q	Q	S	C	Q	C	C	S	P	Q	S	S	Q
Student Name	RS																														
Bettino, Christina	12	D	A	**C**	**D**	**A**	B	**C**	**B**	**C**	**A**	**D**	C	D	A	**D**	**C**	**D**	A	**D**	C	C	B	B	B	A	A	D	C	D	B
Bihloe, Carol	17	**B**	**D**	**C**	**D**	**A**	**D**	**C**	**B**	**C**	B	C	B	**C**	**B**	A	B	C	A	**D**	C	**B**	**C**	C	B	**B**	**D**	A	A	**C**	B
Brown, Nancy	9	A	B	B	A	B	A	**C**	C	B	**A**	A	B	A	C	B	**C**	**D**	A	**D**	B	A	D	B	B	C	B	**C**	**B**	**C**	**A**
Buzzard, Tasha	11	**B**	C	**C**	**D**	B	**D**	**C**	**B**	**C**	**A**	C	B	D	**B**	**D**	B	C	A	B	C	A	D	B	C	A	C	A	**B**	D	B
Chow, Si	21	**B**	**D**	**C**	**D**	**A**	B	**C**	A	B	**A**	**D**	B	**C**	A	**D**	**C**	**D**	A	**D**	**A**	**B**	A	C	**A**	**B**	**D**	**C**	**B**	**C**	B
Crowalker, Rose	16	A	**D**	**C**	B	**A**	**D**	**C**	**B**	**C**	**A**	B	B	D	A	B	A	C	D	C	**A**	**B**	B	A	**A**	**B**	**D**	**C**	**B**	**C**	C
Dietz, Dennis	7	**B**	B	B	B	B	B	B	**B**	B	B	B	B	B	**B**	B	B	B	**B**	B	B	**B**	B	B	B	**B**	B	B	**B**	B	B
Evans, Tim	13	**B**	**D**	**C**	B	**A**	C	**C**	**B**	**C**	B	**D**	B	**C**	**B**	A	**C**	**D**	C	A	B	C	B	C	**A**	C	A	D	C	B	C
Faust, Matthew	30	**B**	**D**	**C**	**D**	**A**	**D**	**C**	**B**	**C**	**A**	**D**	**A**	**C**	**B**	**D**	**C**	**D**	**B**	**D**	**A**	**B**	**C**	**D**	**A**	**B**	**D**	**C**	**B**	**C**	**A**
Flores, Tiffnay	24	**B**	**D**	**C**	**D**	**A**	**D**	**C**	**B**	**C**	**A**	**D**	B	D	**B**	**D**	**C**	**D**	C	A	**A**	**B**	D	**D**	B	**B**	**D**	**C**	**B**	**C**	**A**
Fraulo, Jeff	18	**B**	**D**	**C**	**D**	**A**	**D**	A	C	**C**	**A**	**D**	B	D	**B**	**D**	**C**	**D**	A	**D**	B	**B**	A	C	**A**	C	A	**C**	A	**C**	D
Gomez, JR	17	**B**	**D**	A	**D**	**A**	**D**	A	**B**	**C**	D	A	**A**	D	**B**	C	**C**	**D**	A	B	**A**	**B**	**C**	A	**A**	C	B	**C**	**B**	B	C
Hanken, Luke	28	**B**	**D**	**C**	**D**	**A**	**D**	**C**	**B**	**C**	**A**	**D**	**A**	D	**B**	**D**	**C**	**D**	A	**D**	**A**	**B**	**C**	**D**	**A**	**B**	**D**	**C**	**B**	**C**	**A**
Haynes, Nicole	25	**B**	A	**C**	**D**	**A**	**D**	**C**	**B**	**C**	**A**	B	**A**	D	**B**	**D**	**C**	**D**	A	**D**	**A**	**B**	**C**	**D**	B	**B**	**D**	**C**	**B**	**C**	**A**
Ho, Tia	10	**B**	**D**	**C**	**D**	B	**D**	**C**	C	A	C	**D**	B	D	C	A	B	C	A	**D**	B	A	B	C	B	**B**	B	A	C	**C**	D
Kite, Nathan	22	**B**	**D**	**C**	**D**	**A**	B	A	**B**	**C**	**A**	**D**	B	D	**B**	A	D	B	A	**D**	**A**	**B**	**C**	**D**	**A**	**B**	**D**	**C**	**B**	**C**	**A**
Melton, Richard	7	**B**	B	B	B	B	B	B	**B**	B	B	B	B	B	**B**	B	B	B	**B**	B	B	**B**	B	B	B	**B**	B	B	**B**	B	B
Rana, Rena	14	**B**	A	B	C	**A**	**D**	**C**	**B**	**C**	**A**	**D**	B	D	**B**	A	B	B	A	**D**	**A**	**B**	**C**	B	C	A	C	**C**	A	B	D

Total Incorrect	5	9	7	10	8	10	7	5	6	7	11	17	19	7	12	10	10	19	7	10	6	13	14	13	10	12	8	9	11	14
Total Correct	19	15	17	14	16	14	17	19	18	17	13	7	5	17	12	14	14	5	17	14	18	11	10	11	14	12	16	15	13	10
Local p-value	.79	.63	.71	.58	.67	.58	.71	.79	.75	.71	.54	.29	.21	.71	.50	.58	.58	.21	.71	.58	.75	.46	.42	.46	.58	.50	.67	.63	.54	.42
National p-value	.85	.68	.84	.78	.64	.68	.74	.46	.47	.43	.46	.49	.80	.59	.62	.49	.72	.72	.70	.68	.31	.18	.67	.34	.67	.42	.51	.37	.50	.40
Difference	(.06)	(.05)	(.13)	(.20)	.03	(.10)	(.03)	.33	.28	.28	.08	(.20)	(.59)	.12	(.12)	.09	(.14)	(.51)	.01	(.10)	.44	.28	(.25)	.12	(.09)	.08	.16	.26	.04	.02

Correct Answer	B	D	C	D	A	D	C	B	C	A	D	A	C	B	D	C	D	B	D	A	B	C	D	A	B	D	C	B	C	A
Response A	4	3	1	1	16	3	4	2	2	17	2	7	2	5	7	2	0	16	2	14	4	3	2	11	5	3	4	4	1	10
Response B	19	4	6	6	6	6	2	19	4	4	6	16	2	17	4	7	5	5	4	7	18	7	7	9	14	5	2	15	7	6
Response C	0	2	17	3	2	1	17	3	18	1	3	1	5	2	1	14	5	2	1	3	2	11	5	4	5	4	16	5	13	4
Response D	1	15	0	14	0	14	1	0	0	2	13	0	15	0	12	1	14	1	17	0	0	3	10	0	0	12	2	0	3	4
Response E	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

KEY

Question Type
Q=Questioning C=Clarifying S=Summarizing P=Predicting

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GRADE

Group Diagnostic Analysis by Item - Seventh Grade

Passage Comprehension | On-Level | Fall Norms | Level M, Form A

Teacher/Examiner: Barbara Duncanson | Test Date: 12/19/03 | Grade: 7 | School: Rice Creek Shoreview

Passage Number		1					2					4					5					6				
Passage Origin		Synthetic					Authentic					Synthetic					Synthetic					Synthetic				
Passage Type		Science					Poem					Science					History					History				
Passage Length		Long					Short										Short					Medium				
Item Number		1	2	3	4	5	6	7	8	9	10	21	22	23	24	25	26	27	28	29	30					
Question Type		C	C	Q	C	P	S	Q	C	C	C			C	C	S	P	Q	S	S	Q					
Student Name	RS																									
Ho, Tia																						A	C	C	D	
Kite, Nathan	22	B	D	C	D	A	B	A	B	C	A	D	B	D	B	A	D	B	A	D	A	B	C	D	A	B	D	C	B	C	A
Melton, Richard	7	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
Rana, Rena	14	B	A	B	C	A	D	C	B	C	A	D	B	D	B	A	B	B	A	D	A	B	C	B	C	A	C	C	A	B	D

Total Incorrect	5	9	7	10	8	10	7	5	6	7	11	17	19	7	12	10	10	19	7	10	6	13	14	13	10	12	8	9	11	14
Total Correct	19	15	17	14	16	14	17	19	18	17	13	7	5	17	12	14	14	5	17	14	18	11	10	11	14	12	16	15	13	10
Local p-value	.79	.63	.71	.58	.67	.58	.71	.79	.75	.71	.54	.29	.21	.71	.50	.58	.58	.21	.71	.58	.75	.46	.42	.46	.58	.50	.67	.63	.54	.42
National p-value	.85	.68	.84	.78	.64	.68	.74	.46	.47	.43	.46	.49	.80	.59	.62	.49	.72	.72	.70	.68	.31	.18	.67	.34	.67	.42	.51	.37	.50	.40
Difference	(.06)	(.05)	(.13)	(.20)	.03	(.10)	(.03)	.33	.28	.28	.08	(.20)	(.59)	.12	(.12)	.09	(.14)	(.51)	.01	(.10)	.44	.28	(.25)	.12	(.09)	.08	.16	.26	.04	.02

Correct Answer	B	D	C	D	A	D	C	B	C	A	D	A	C	B	D	C	D	B	D	A	B	C	D	A	B	D	C	B	C	A
Response A	4	3	1	1	16	3	4	2	2	17	2	7	2	5	7	2	0	16	2	14	4	3	2	11	5	3	4	4	1	10
Response B	19	4	6	6	6	6	2	19	4	4	6	16	2	17	4	7	5	5	4	7	18	7	7	9	14	5	2	15	7	6
Response C	0	2	17	3	2	1	17	3	18	1	3	1	5	2	1	14	5	2	1	3	2	11	5	4	5	4	16	5	13	4
Response D	1	15	0	14	0	14	1	0	0	2	13	0	15	0	12	1	14	1	17	0	0	3	10	0	0	12	2	0	3	4
Response E	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

KEY

Question Type
Q=Questioning C=Clarifying S=Summarizing P=Predicting

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GRADE

The Group Reading Assessment and Diagnostic Evaluation

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